**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | difference  subtraction  estimate  rounding |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Have two students grab a handful of beans and count them. On the board list each students totals separately. Have the class estimate the difference in number of beans between the two students. Subtract the actual difference and compare estimate and actual. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Review the vocabulary words previously taught in Topic 2. 2. What operation do you use to find the difference? Use a hundreds chart and a partner to practice the link between subtraction and difference. 3. Use the white boards to make a word web to show the connections of the vocabulary words. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * Investigations Book 8 page 31 * Use base ten blocks to represent groups of ten to equal 100. Tell students to take away about 38 (4 base ten blocks). Ask students about how many tickets will be left? (6 base ten blocks) Extend to hundreds blocks if necessary.   100  - 40  60 | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use a hundreds chart to solve some problem. Have students round to estimate answers. Find actual and compare answers. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have students complete EnVision Practice 3-4 and check for understanding. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Play on level Center activity 3-4 with a partner. | |
| **HOMEWORK** | |
| Open a book twice and record the numbers. Estimate the difference of the two numbers. Find actual and compare. Repeat and record. | |
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